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ABSTRACT

Comprised of two parts, this report discusses the pilot phase of the Model for Migrant Education and describes the model's adaptation and expansion to the normal classroom setting. Purpose of the model was to develop, implement, and field-test a model migrant education program which could be implemented in any school district enrolling migrant students. Program objectives involved four distinct areas of interest--a transition classroom, individualized programs, contingency contracting, and parental involvement. During April-June 1972, the pilot "transition" classroom for 25 second and third grade migrant students emphasized extensive bilingual language and reading achievement testing for program placement. Individualized prescription sheets were prepared, and a system for assessing and charting each student's progress in reading and math was implemented. Since June 1972, students in grades 1-5 were provided instruction in the basic skills. Two new components were added--one was to increase the oral and reading Spanish vocabularies of the project's 300 Mexican American students; the other was designed to teach English speaking students to speak and read Spanish and to increase understanding and appreciation for the Mexican American culture and heritage. The model was successful in accomplishing its objectives. (NQ)

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Final Program and Fiscal Report

Project No. 2-J-008
Grant No. OEC-X-72-0010 (057)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A MODEL FOR MIGRANT EDUCATION: Developed by the Center for the Study of Migrant and Indian Education--A Project of the Department of Education, Central Washington State College, Ellensburg, Washington

April, 1976

U. S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE

Office of Education
Regional Research Office

RC009200

The final report is dedicated to the Model classroom teachers, classroom aides and students, whose ingenuity and flexibility moulded the program into a viable and recognized instructional Model.

INTRODUCTION

The Model for Migrant Education was originally designed by Mrs. Floy Lanegan with the advice and counsel of Dr. Lloyd Gabriel, Director of the Center for the Study of Migrant and Indian Education; Dr. Al Bergstrom, Professor of Education, Central Washington State College; Ms. Althea Adams from the Center for the Study of Migrant and Indian Education; and Mr. Walt Polley, Mr. Ralph McEwen, and Mrs. Katherine Sexton of the Toppenish School District. Assistance was also obtained from representatives of Educational Service District 105 and the Washington State Office of the State Superintendent of Public Instruction as well as the Office of Health Education and Welfare.

The Model called for the use of a first grade classroom enrolling approximately 60% migrant students. The purpose of the project was to develop, implement, and field-test a model migrant education program which could be implemented in any school district enrolling migrant students in the State of Washington or elsewhere.

Specific program objectives called for:

1. Increasing the oral language capabilities of each child.
2. Individualizing the curriculum of each child in reading and arithmetic.

3. Providing health services and health education.

4. Involving adult members of each child's family.[1]

The project, originally scheduled for implementation in the Toppenish School District was first piloted in the Mabton School District and later implemented in both the Toppenish and Pasco School Districts. Since Mrs. Lanegan resigned in August 1971 as Director of the program to accept a teaching assignment in the Washington Center for Early Childhood Education, Ms. Sherry Avena was assigned as Project Director at that time.

Although this report reflects a longer time period, Central's participation in the Project was terminated on September 30, 1973. The program has continued to be supported by the Urban and Rural Racially Disadvantaged Branch of the Grants Management Division of the Office of the State Superintendent of Public Instruction, Olympia, Washington.

Robert Carlton
Chairman
Department of Education
Central Washington State College

1. Proposal dated August 1, 1971, pages 7-8.

ABSTRACT

This report traces two distinct phases in the Development of the Model Classroom Consortium Project.

In Part I, the pilot phase for migrant students only is discussed. This pilot "transition" classroom for twenty-five second and third grade migrant students emphasized extensive bilingual language and reading achievement testing for program placement. Individualized prescription sheets were prepared for each student and a system of assessing and charting each student's progress in reading and math was implemented. A wide variety of materials and equipment were used to motivate the students to want to learn.

Although the pilot classroom lasted only eight weeks, April-June of 1972, the Model Classroom staff had been working on the project for several months. Therefore, by the time the classroom terminated, many changes had already been made in the program's design and several conclusions had been reached; i.e., intensive individualized programs with motivating activities which, also, allow the student to assess and chart his own progress are successful with migrant children. Pre-post test results for this eight week period showed that the group had made an average gain of 1.19 years growth in word attack and a 1.35 years growth in comprehension.

Nevertheless, a better classroom management system was needed to help coordinate sixty "helping hands", a more practical student progress assessment system was desired, and improved bilingual testing instruments were needed. The most important conclusion reached was the recognition that the concept of enrolling migrant students into a "transition" classroom for the term of their residence in a school district was not emotionally or socially healthy and above all, not necessary.

A major recommendation was that the model be modified for use in normal classrooms and be utilized not only with migrant children attending regular classrooms, but with all children in that setting.

Part II of this report describes the adaption and expansion of the Model to the normal classroom setting. A consortium of four districts was formed for this purpose. This period encompassed June of 1972 to the present. The Model was used

daily, morning only, to provide instruction in the basic skills. Each teacher had an half-day aide. Grades 1-5 participated. The first year was characterized by a reduction in the requirements for materials and equipment. The staff and twenty-two new teachers and aides concentrated on refining personalized classroom management strategies, which gave the responsibility for learning to the student. Student assistance and peer cooperation were required to share the "chores" of living and learning together. Teachers and aides learned to manage their time and classroom environment more efficiently and humanely. New Spanish testing instruments were constructed and validated. A phonics assessment program utilizing the Wisconsin Word Attack Skills Program was designed and implemented, and a training manual was completed. The students' 1972-73 mean gain scores in word attack indicated 1.85 years growth and 1.66 years growth in comprehension.

The second year, twenty-six new teachers and aides joined the project. Two new components were, also, added to the project. One component was required to increase the oral and reading Spanish vocabularies of the project's 300 Mexican-American students. Research conducted the year before concluded that eighty percent of the project's Mexican-American students, grades 2-6, had significantly larger oral English vocabularies than oral Spanish vocabularies. Ninety-eight percent, also, had much higher reading skills in English than Spanish. In order to use Spanish materials above the first grade level, these children had to be taught their native language. Most of these Mexican-American children came from disadvantaged backgrounds, and were simply language deprived.

The other component was designed to teach mono-lingual students to speak and read Spanish. The intent of this program was not only to develop Spanish skills, but also, to increase understanding and appreciation for the Mexican-American culture and heritage. The project students' mean gain scores in word attack and comprehension for the 1973-74 school year indicated 2.30 and 2.16 years growth, respectively.

The third and final year described in this report added an additional sixteen teachers and aides to the project. A major modification in the project administrative structure was the designation of four District Teacher Coordinators (DTC). These full-time teachers coordinate the daily project communication activities within the buildings of the districts in which they teach. They receive a small stipend for these services.

Phonics continuous assessment was restricted to students functioning below grade level because of aide time priorities, but few other changes were made in the Model. Student mean gain scores in word attack and comprehension for the 1974-75 school year indicated 2.2 years and 1.5 years growth, respectively.

Several conclusions have been reached regarding this Model. Its use produces consistent student word attack and comprehension gains. And, bilingual students have reading gains comparable to those of mono-lingual students. It is cost effective, with a cost per student of $38.00 per year. Start-up costs for materials and equipment are reasonalbe at $400.00 per classroom the first year, and $50.00 the second year. The Model is easily transported to other classrooms, as evidenced by its expansion to five school districts, some of which are two hundred miles apart. Project students prefer the Model to their former more traditional classrooms, and the Model receives wide parental support. The classroom management aspect of the Model is its most crucial and productive component. It is extremely flexible; i.e., it can be modified for use in open-concept or self-contained classrooms, and in team teaching or modified clustering instructional systems. And, after four years, teachers continue to implement the Model, rather than revert back to their former methods of instruction. As a by-product of the research conducted to implement the Model in school districts where there were large concentrations of Mexican-American students, the following findings were made: The majority of Mexican-American elementary students in the Yakima Valley cannot read any Spanish, and their oral Spanish vocabulary is so restricted that they often cannot understand simple Spanish stories and nursery rhymes. The results of cultural attitude scales administered to all project Mexican-American children, and a control group of Anglo students, concluded that there was no significant difference between each group's preference for the Anglo on the Mexican-American culture.

It is recommended that more teachers learn to become trainers in order to facilitate the rapid expansion of the Model. The two-week teacher training period should be reduced as much as possible, and mid-year training workshops should be instituted. The project was recently funded by Title IV Part C: Innovative Programs for the Development of a K-12 Model, specifically for use in small rural schools where there is no curriculum coordinator. Work will begin on this aspect of the Model in May of 1976. Implementation

of the Model in such a large number of classrooms and across several school districts is evidence of the project's demand. Further evidence of its success was its selection by the Office of Education Study of the Sustaining Effects of Compensatory Education as one of the seventy-five (75) most innovative compensatory education programs in the nation. Plans for the expansion of the elementary school Model to other parts of the country are currently underway.

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Final Program and Fiscal Report

Project No. 2-J-008

Grant No. OEC-X-72-0010 (057)

A MODEL FOR MIGRANT EDUCATION

Prepared by

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April 1, 1976

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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Office of Education
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PREFACE

Because of the unusual circumstances which prohibited this final report from being prepared much earlier, not only the report of the Pilot Phase of the project, but, also, the results of the Model's three year development and expansion are being reported.

Three people are responsible for the internal design and development of the Model. Without their creativity, loyalty, and hard work, the Model would never have entered its second phase. Its rapid expansion would not have been possible, either, had these professionals not worked overtime and performed many assignments outside the scope of their job descriptions. Any credit for the success of this project must go to these people: Ms. Susan Wilson Windells, who did such an outstanding job as the Pilot classroom teacher that she joined me on the staff to refine the Model and train other teachers; Ms. Dora Moreno, who was involved in the early development of the Model, from its inception, and designed the Spanish program for English-speaking students; Ms. Margaret Hanson, who collected and managed the mounds of data required to prepare this report and, also, coordinated the Spanish program for Mexican-American students.

Because good ideas are not disseminated and implemented without the deft and experienced guidance of dedicated decision-makers, I would like to acknowledge the following school district administrators. These principals and Federal project directors performed the parent-teacher-community-consortium coordinating activities, which made it possible for the Model to be implemented. Their unlimited support for the project and their confidence in my capabilities as project director were crucial to the development and continuation of the Model.

In their respective positions, they are as follows:

Arno Johnson, Administrative Assistant, Mabton School District
Walt Polley, Federal Project Director, Toppenish School District
Jim Traver, Federal Project Director, Mount Adams School District
Henry Milhofer, Superintendent, Almira School District

Merle Locke, Superintendent, Royal Slope School District
Elaine Banks, Principal, Pasco School District
Sten Nielson, Principal, McKinley Elementary

There is one other person, who, alone, is responsible for the existence of the Model Classroom Project, Dr. Lloyd M. Gabriel, then Director of the Center for the Study of Migrant and Indian Education, hired me four years ago to design and develop this Model. He performed the initial communication activities with the school districts, provided me, as a staff member, with innumerable educational opportunities to develop my expertise, assisted me in forming the independent four-district Model Classroom Consortium, and stood beside me and defended the Model in its early days when data did not exist to substantiate its worth to students and teachers. I will always be grateful for his early guidance, and his continued support as advisor to the Model in its dissemination efforts.

Sherry F. de Avena

Sherry F. de Avena
Model Classroom Consortium
Project Director
April 1, 1976

The project reported herein has developed far beyond its pilot phase with migrant students and currently includes all students in the project schools. It might now be appropriately titled:

"MODEL CLASSROOMS: A Classroom Management System in Personalizing Instruction in the Basic Skills"

Further details may be obtained from the address below:

Model Classrooms
McKinley School
Toppenish, Washington 98948
Telephone: (509)865-3484

PART I

THE PILOT PHASE

CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

The staff at the Center for the Study of Migrant and Indian Education, a project of the Department of Education, Central Washington State College, Ellensburg, Washington, 98926, proposed in the fall of 1971 to develop a Model Migrant Classroom. The proposal was approved and a final contract negotiated. Between the time of the submission of the original proposal and the final negotiation and implementation of the project, several events occurred which influenced the eventual project. New staff joined the Center for the Study of Migrant and Indian Education, the original proposed project director was not part of the project, and the original proposed classroom in Toppenish School District No. 202 was not to be the location of the Model classroom.

Objectives

The originally proposed objectives were revised by the new project director and submitted by Dr. Lloyd M. Gabriel, Director of the Center for the Study of Migrant and Indian Education, on October 29, 1971. The objectives involve four distinct areas of interest: A transition classroom, individualized programs, contingency contracting, and parental involvement. The specific objective concerned with the development and implementation of a transitional classroom is:

OBJECTIVE #1: Develop and implement a transition classroom designed to enable the child to return to a regular classroom and experience scholastic as well as social success.

Procedures:

a. Non-graded--preferably ages 8-12.
b. For fifteen (15) interstate migrant children.
c. Participation in P.E., art, music, and other fun activities will be with peers in the regular classroom. When the child is scholastically prepared to leave the transition room, he will already be acquainted in his regular classroom.

d. When once in his regular classroom, he will have the option to return to the transition room for special help.

The second objective stated the intent to present an individualized curriculum in short-term modules. The objective is:

OBJECTIVE #2: To present an individualized curriculum in short-term modules.

Procedures:
a. Emphasize the comprehension of a whole concept.
b. Oral language development, math, health education, reading, science and occupational awareness education comprise the curriculum.
c. The Central Washington State College Early Childhood Education Department is preparing guidelines for some of the short-term modules to be used.

The third objective stated the desire of the project staff to utilize a method of contingency contracting in the transitional classroom. The objective is:

OBJECTIVE #3: Use methods of contingency contracting to stimulate and reinforce learning.

Procedures:
a. An "earned" free time area.
b. High interest group activities (earned and unearned) to be determined by students.

The last objective is:

OBJECTIVE #4: Insure that the interests, attitudes and achievements of each child in and toward the school will be equal to or better than when he entered.

Procedures:
a. Involve parents in the education of their child.
(1) Three periodic Sunday picnics; held after church, on holidays or at any time a majority of parents can attend.

Each of these four objectives is the topic of one of the next sections in this report.

CHAPTER II

METHODS, PROCEDURES, AND RESULTS

The Transition Classroom

Methods and Procedures: The original proposal called for the cooperative use of a first grade classroom in Toppenish School District No. 202; however, the project was implemented in Mabton School District No. 120. Although the project was to be provided a portable classroom with individual student furniture according to an Evaluation Report, dated June 12, 1972, the

> Class opened in the Catholic Church and used tables instead of desks....The program functioned for only one-half to two-thirds the time for which the program was originally designed in 1972, due to the late delivery of physical facilities. A second year would provide more accurate data for evaluation purposes than that obtained in the spring of 1972 (Appendices A and B).

Mr. Arno Johnson, Federal Projects Director, Mabton School District, revealed the Model Classroom Pilot Project was indeed implemented in a building outside the school facilities. A teacher, Ms. Susan G. Wilson, and an aide, Ms. Ayda Jasso, were both hired. The project was implemented during the second week of April, 1972, in facilities provided by the Grace Brethren Church. The second week of April was selected as the beginning date because of the normal influx of migrant students following the Spring Vacation break. The Pilot Model Classroom Project continued in the Grace Brethren Church until the conclusion of the school year in 1972.

Results: Although the concept of a "transition" classroom was a viable one, it was not possible to fully implement this aspect of the Pilot Project in Mabton for several reasons. First, Mabton School District experienced an unexpectedly large influx of migrant students in April, May and June, 1972. This influx increased the size of the regular classroom enrollments to between 35-40 students. At the same time, the Model classroom enrollment climbed to twenty-six 100 percent migrant students, with a chronological age equivalent of second or third graders. A second inhibiting factor was the location

of the Pilot Project outside the school buildings, which was also necessitated by the large migrant influx. Therefore, the migrant students spent the whole day in the transition room, and were never able to move back and forth from a regular classroom at the elementary school. See Appendix C, Students, for a list of the criteria for student selection and a breakdown of students by age and sex.

The Model Program

The Model consisted of three essentials: Diagnosis, prescription and continuous assessment. A successful training program to implement the program's essentials was developed. Appendix D is a copy of the objectives and procedures used in the training program. The Discrepancy Evaluation Model was used for the evaluation design. Appendix E is a copy of the project process evaluation design.

Diagnosis

Method and Results: As each student arrived, he was introduced to the other class members and instructed regarding classroom procedures. He then took several tests to measure both his Spanish and English language and reading capabilities. His math achievement level was, also, determined. Interest inventories were then administered to each student in order to provide information from which to develop interesting individualized programs. From these diagnostic data, individualized instruction programs were prepared in cooperation with each individual student.

Prescription

Method and Results: The development of the short-term modules did not occur. The Central Washington State College Early Childhood Education Department did not prepare any guidelines for the use of these modules. Instead, a prescription sheet format on which student assignments were recorded was developed by the project director. Assignments were given over a period of one to five days, depending on many factors, including the student's maturity. All assignments were given at each student's diagnosed level of reading or math achievement. Students checked off their assignments as they completed them, and presented the completed prescription sheet to their teacher during their weekly conference. The importance of well-managed prescription and student conferencing techniques cannot be overstated. Poor management results in chaos and reduced student interest and achievement.

Continuous Assessment

Methods and Results: Each migrant student was assessed twice a week in reading and daily in math. Most students charted their own progress on a six-cycle chart (See Appendix F). The students correct and incorrect responses for each assessed skill were charted so that his continuous progress was easily visible to himself, as well as to his teacher and aide. The June 12, 1972, Evaluation Report stated that student

> "...assessment was conscientiously administered and recorded in each student's log in a manner that was understandable to the student..."

While the results of continuous assessment demonstrated that the students' rate of learning did increase while they were in the calssroom, considerable aide time was spent on charting and assessment.

Contingency Contracting

Methods and Results: A motivation system was designed and implemented by the students and teacher. An "earned" free time area was set up in a corner of the classroom. If a student's work was current, (the whole prescription didn't have to have been completed) he could go to this area to relax and play games or listen to records. Special activities were, also, planned by the students. But, work had to be completed by its due date in order for students to participate in these activities.

> "....Students were rewarded for their efforts by compiling time which could be used as they wished, selecting from a number of supervised activities, such as playing ball or going on fishing excursions (Appendix A, p. 2-3).

The students responded with excitement to this motivation system. They worked hard to earn their leisure time and fun activities. Few children were ever late with their work.

Parental Involvement

Methods and Results: Several attempts were initiated to involve parents in the educational experiences of their migrant children. These attempts were partially successful. Some parents participated in evening swimming activities with their children, while on another occasion, a festival was held and parents did become involved. This objective was

extremely difficult to fulfill because of the financial circumstances of most migrant families.

A migrant family usually comes to an area for financial reasons. Since most migrant labor is seven days a week, few opportunities for parental involvement manifested themselves. Likewise, when attempts were made to involve parents, the financial condition influenced their decision about participation.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the public acceptance of the substance of Pilot Project results, a major conclusion would have to be the continuation of programs emphasizing individualized instruction, continuous assessment, and contingency contracting. The Model Classroom Concept has been implemented in classrooms in many school districts in Central Washington. Currently, the program is operating in, for example, Mabton School District No. 120, Mount Adams School District No. 209, Pasco School District No. 1, and Toppenish School District No. 202.

The reading gains experienced by the group were very high. During the eight-week period, the group indicated a gain of 1.19 years growth in word attack and 1.35 years growth in comprehension, as measured by a standardized instrument, the Silveroli Reading Inventory.

Conclusion No. 1: Programs emphasizing a diagnostic prescriptive instructional approach for migrant children provide positive academic results.

Conclusion No. 2: Programs emphasizing continuous assessment; i.e., charting, are feasible in migrant classrooms if the teacher is familiar with charting techniques. (See Appendix A, Evaluation Report, p.2.)

The objectives of the Pilot Project stated that fifteen migrant children would be enrolled in the project. For various reasons, among them, a large unexpected influx of migrant students, 25-30 students were enrolled and the project classroom was located off school facilities. This combination of factors inhibited the full implementation of the transitional classroom concept.

Conclusion No. 3: The number of students and the classroom location are crucial variables in implementing the transitional classroom concept.

Attempts were made to involve the parents of migrant children in the educational experiences of their children. These attempts met with various levels of success; i.e., evening experiences were more successful than those attempted during the day.

Conclusion No. 4: Because of the financial circumstances of most migrant families, attempts to involve parents of migrant children during the day in the educational experiences of their children met with relatively low level of success.

Recommendations

Recommendations can be drawn from the experiences of the Pilot Project staff and students. The June 12, 1972, Evaluation Report contains four recommendations as follows:

Recommendation No. 1: "The written program design should contain a more explicit explanation of specific objectives of the program and directions for their implementation."

Recommendation No. 2: "The program should be expanded to normal classroom settings and utilized with non-selected students."

Recommendation No. 3: "The classroom teacher should be provided with sufficient practice in the use of acceleration charting prior to accepting responsibility for a classroom so that she feels comfortable with its use."

Recommendation No. 4: "The program should be continued in the Mabton District for a second year...."

CHAPTER IV

FISCAL REPORT

The final Fiscal Report of Project No. 2-J-008, Grant No. ERC-X-72-0010, was prepared by Mrs. Marie Heinz, Central Washington State College Projects Accountant. The report is included as Appendix G.

PART II

THE MODEL:

ITS DEVELOPMENT AND EXPANSION

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CHAPTER I

STATEMENT OF THE PROBLEM

Introduction

Because of the success of the Pilot Phase of The Model Classroom Project, several other school districts requested the Model be made available to their teachers and students. A consortium consisting of Mabton, Pasco, Mount Adams, and Toppenish School Districts was formed in 1972. The parents, teachers and administrators of these districts conducted a needs assessment, which revealed that the Model should concentrate on strengthening the basic skills achievement of project students. A proposal to increase the basic skills competencies of project children was submitted to the Urban and Rural Racially Disadvantaged Branch of The Grants Management Division of the Office of the Superintendent of Public Instruction in Olympia, Washington. The proposal was funded, and a contract was negotiated with one of the districts acting as grantee. The Model had been modified from its Pilot stage in two ways: The program was now being implemented in non-segregated regular classrooms for all students, and the curriculum was restricted to phonics, reading and math. But, instruction in Spanish and special programs for Mexican-American students would still be utilized.

Objectives

During the three years the Model has been funded by URRD, its objectives have remained similar. But, a few changes in wording have occurred through the years in order to accommodate improved styles of stating objectives. The objectives stated below are from the 1976-77 proposal. One additional objective will, also, be included in this report, as it has been part of the project for three years, but is not in the 1976-77 proposal, due to the fact that the needs it was designed to meet have been fulfilled. The objectives and abbreviated procedures follow below:

OBJECTIVE #1: Each Model classroom student will be individually tested in word attack, comprehension and mathematics. This diagnosis is to determine his math and reading achievement levels for purposes of program placement.

Procedures:

a. Diagnosis will take place during the first week of school.

b. Test results will be recorded on an 8x5 data record index for ease in daily reference.

c. A class reading skills breakdown will be prepared by the aide. This breakdown is used to assemble non-static concept groups.

d. Math diagnosis and data recording procedures will be similar to those used in reading. But, an indepth math inventory will be administered after the WRAT.

OBJECTIVE #2: The average student grade equivalent scores in the areas of word attack, comprehension and math will increase by one full academic year for students enrolled in a Model classroom for more than six months.

Procedures:

a. Each teacher, with her aide and her students, will design and develop a classroom management system before the instructional sequence begins. This system will include:
   (1) Written rules and procedures.
   (2) A system of consequences.
   (3) A daily classroom cleaning and maintenance system.
   (4) A tutoring system.
   (5) Standard procedures for other tasks, such as correcting papers, etc.

b. Based on each child's preferences and diagnostic results, assignments will be given via a personalized prescription sheet. Mexican-American students who want or need assignments in Spanish will be given them under the direction of a bilingual teacher aide.

c. Methods of instruction will include: Independent study, small concept groups and occasional large discussion groups. The teacher will be a classroom manager. All students will not progress through the same materials. Assignments will be given using subject matter of interest to individual children.

d. A phonics continuous assessment system will be implemented for all disadvantaged children working below grade level. A math basic facts system of assessment will, also, be utilized.

OBJECTIVE #3: As measured by a standardized school attitude scale, the group average of the raw scores of Model classroom students will indicate a positive attitude towards school according to established norms.

Procedures:

a. Students and teachers in each classroom will design a special motivation system for themselves! Reinforcement is usually in the form of points or dollars, which are traded in for participation in:
   (1) Big Deals - activities planned by the students, themselves.
   (2) Red Hot Specials are surprises planned by the teacher to "spice up life" in the classroom.

OBJECTIVE #4: An individualized oral Spanish program for mono-lingual English students will be designed in which sixty percent of the students with eighty-five percent attendance for six months will have the following Spanish vocabularies:

Grade	Speak	Reading	Writing
3	200	50	15
4	250	75	25
5	275	100	50
6	300	125	75

Procedures:

a. Create interest by making Spanish comic books and other fun. Simple Spanish materials available on a non-assignment basis.

b. Assign Mexican-American "buddies" to tutor mono-lingual students.

c. Allow flexible entry into the program so that more students can participate as they become interested in learning Spanish.

d. Give individualized Spanish assignments via a prescription sheet in order to allow each student to progress at his most effective rate of learning.

e. Hold frequent oral language practice concept groups.

OBJECTIVE #5: Each project teacher will implement a specially designed classroom management system which allows her to personalize instruction in reading and math.

Procedures:

a. A two week summer workshop will be held to train project teachers to design and implement the program for their classroom.

b. Three aide training workshops will be held.

c. Resident college credit will be available to all participants. Grades will only be given after the participating teacher's classroom has been implemented.

Each stated objective is discussed in the next section of this report.

CHAPTER II

METHODS, PROCEDURES AND RESULTS

Student Diagnosis

Methods and Results: Tests are administered to students within the project for three basic purposes: (1) For program placement; (2) For project evaluation; and (3) To conduct research studies. Tests administered for program placement include: The Silveroli Reading Inventory for word attack and comprehension. The Spanish Reading Inventory constructed and validated by our project staff. The Math Inventory, and the Wisconsin Word Attack Test. These data are immediately summarized for daily use by the teacher in conferencing. It is important to always update each student's progress continuously.

Tests administered primarily for project evaluation purposes included the WRAT, Math Part I, the Oral and Written School Attitude Scales, and the Anglo Cultural Attitude Scale and the Mexican-American Cultural Attitude Scale. District achievement tests are, also, administered. These data are, also, tabulated and reported to the teacher.

A large research study was undertaken in 1973 to determine the language and reading dominance of the project's three-hundred Mexican-American students. The study lasted one year. The following instruments were used:

English Peabody Picture Vocabulary Test
Spanish Picture Vocabulary Test
(Developed and Validated by the Project)
Spanish Reading Inventory
Silveroli Reading Inventory
English Hear to Mark Test
Spanish Hear to Mark Test
Spanish Dictation Quiz
English Dictation Quiz

An analysis of the data showed that 80 percent of the Mexican-American students (grades 2-6) had significantly larger oral English picture vocabularies as opposed to oral Spanish picture vocabularies. Ninety-eight percent also had much higher word recognition reading skills in English than in Spanish. On the Spanish Inventory, 80 percent scored at the primer level or below. Thirty-six percent scored at the primer level or below in comprehension. Further compre-

hension results indicated that 66 percent of the children had better comprehension in English than in Spanish. Only 15 percent of the Mexican-American students tested scored 75 percent or above on the Spanish dictation writing exercises. And, on the auditory identification tests, the results showed that oral Primary English and oral Primary Spanish should be used with the majority of Mexican-American children in order for them to have the best chance of understanding what was being spoken. Further interpretation of the data revealed that although most Mexican-American students have higher achievement levels in English than Spanish, many are still one or more grade levels below the norm in basic skills.

Classroom Management, Prescription and Continuous Assessment Methods and Procedures: After diagnosis has been completed, data are recorded on 8x5 cards and stored in a data record index at the teacher's desk for use during conferencing with the students. From this data record index, a reading and math skills breakdown is prepared by the aide. This skills breakdown information is used to form non-restrictive concept groups, whose composition depends on the skill being studied.

Each teacher, and her students, then, through consensus, establishes the parameters of their classroom management system. Rules and procedures are prepared in written form. A system of consequences for rule infractions is, also, implemented. A student-managed classroom cleaning and maintenance system is designed. Daily check-off sheets for each task are maintained by a rotating supervisor. Peer tutors in basic skills subject areas are identified and trained how to tutor and prepare feedback information to the teacher and aide.

Student assignments are given via a personalized prescription sheet based on each student's test results and personal interests. The student and teacher together determine the contents of the prescription sheet. They both agree on the amount of time the work should take, and when the student should conference with the teacher again. During the days between conferences, the teacher spot checks the student's work to see how he is doing. The student can, of course, seek help at any time. Mexican-American students who want or need assignments in Spanish are given them under the direction of a bilingual teacher aide. A special program described in Appendix II was developed expressly for this purpose.

Methods of instruction include independent study, small concept groups and some large group discussion when warranted. The teacher is more a manager of the classroom environment than a dispenser of knowledge. All students do not progress through the same materials, but are encouraged to select materials and subjects which interest them. A list of materials required for the project are found under Appendix AA.

A phonics continuous assessment system is implemented for all disadvantaged children reading below the fourth grade level who are, also, reading below grade level; i.e., a second grader reading at grade level would not participate in this special assessment program.

Results: For the past three years, the project has collected word recognition and comprehension data through the use of the Silveroli Reading Inventory, which is a standardized instrument. The scores reported below are the average gain scores per project year reported in years and months.

	1972-73	1973-74	1974-75
WORD RECOGNITION	1.85	2.30	2.2
COMPREHENSION	1.66	2.16	1.5

As can be seen from the data, the reading gains have been significant. It is the feeling among parents and teachers alike, however, that there must be continued emphasis on word attack and comprehension if students are to reinforce and thereby maintain their reading skills. Appendix GG shows how these data are summarized and reported by classroom and district.

Further evidence of the project's success in raising the basic skills competencies of Model classroom students is shown in Table A. Toppenish School District, in which McKinley Elementary, a small, rural Model classroom school, is located, tested students in all of its elementary schools in February of 1975. Results showed that McKinley Elementary's Model classroom students had the highest mean scores of all the Toppenish Elementary Schools. And, the scores indicated that students in grades 2-6 were working at grade level in reading, language arts and math. Three years ago, district statistics indicated that thirty-three percent of the children were twelve to eighteen months below grade level in the basic skills.

TABLE A

The S.R.A. Tests were administered by Toppenish School District personnel. The Model Classroom Project staff was not involved.

MCKINLEY ELEMENTARY S.R.A. DATA

MODEL CLASSROOM STUDENTS ONLY

Grade Equivalent Scores

February, 1975

e Level	Composite	Reading	Language Arts	Math
2	2-8	2-6	2-6	3-1
3	3-7	3-8	3-7	3-6
4	4-7	4-8	4-4	4-7
5	5-5	5-6	5-1	5-7
6	6-2	5-5	5-9	5-7

Mr. Walt Polley also reported that McKinley School students had the highest mean scores of all the Toppenish Elementary schools. All of McKinley Elementary is in the Model Classroom Project.

Of major significance to the project were the results of the three year study, which compared the reading gains of bilingual students to those of mono-lingual students. The results showed conclusively that the reading gains of bilingual students were equal to those of mono-lingual students who were participating in the Model Classroom Consortium Project. Table B depicts the three year comparison of the gain scores.

Motivation

Methods and Results: The Model classroom program, as described in the two preceeding sections, is largely responsible for maintaining project students' positive attitude towards school.

Students and teachers in each classroom, however, also, design special motivation systems for themselves. These motivation systems vary widely and change frequently. Most systems reinforce the following types of behavior:

(1) Tutoring other students.
(2) Completing classroom maintenance chores.
(3) Getting academic work done on time.
(4) High quality work.
(5) Learning another language and culture.

Rewards are usually in the form of points or dollars, which are recorded by a student banker and subsequently traded in for Big Deals. Big Deals are inexpensive activities which the students, themselves, have selected. Big Deals have included:

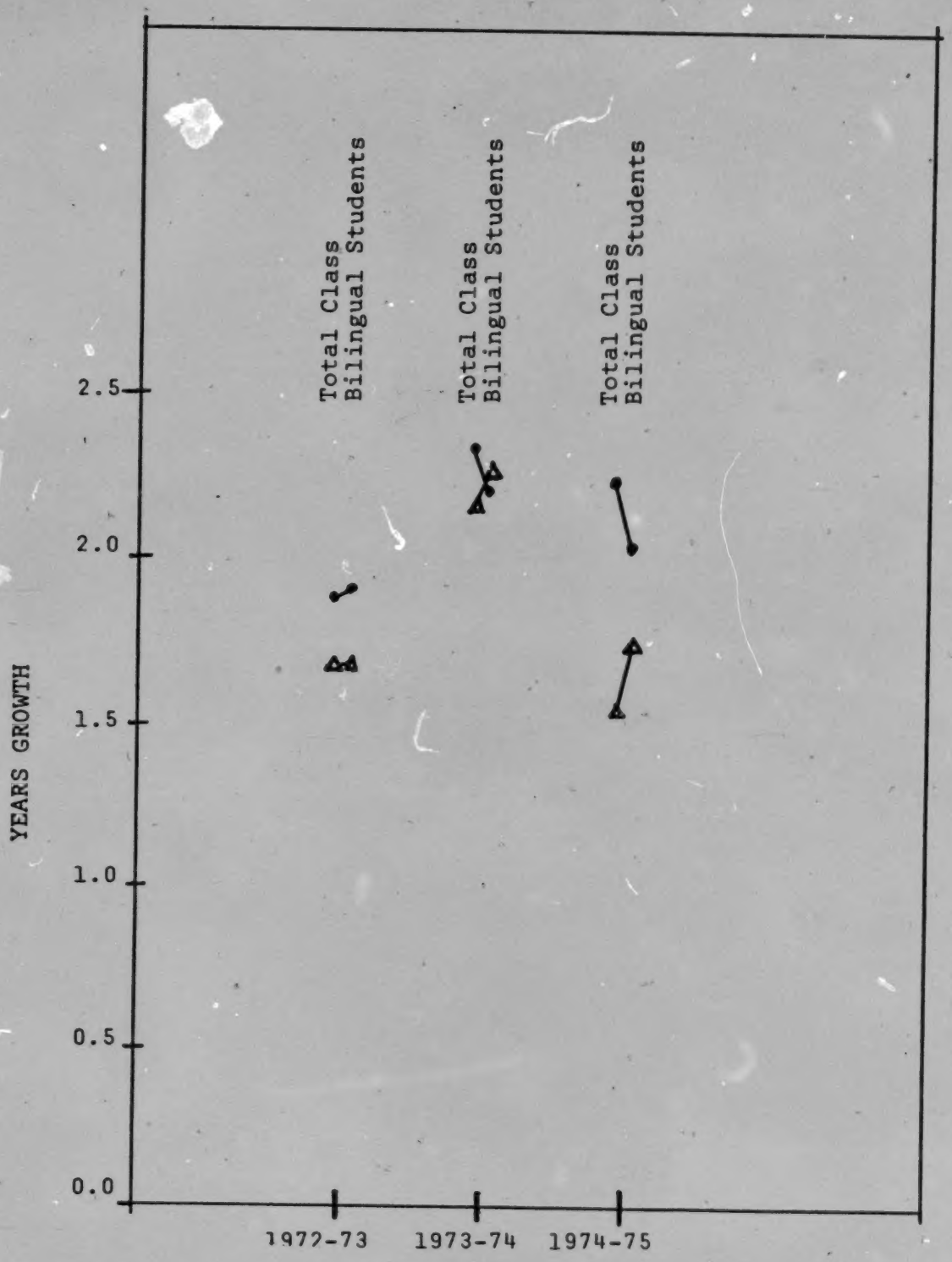
(1) Going swimming.
(2) Having lunch at the teacher's house.
(3) Roller skating.
(4) Walt Disney movies.
(5) A 707 flight to Seattle (not so inexpensive).
(6) Selling Mom and Dad's old attic clothes to each other using points for money.

Throughout the three years of the project, yearly student opinion polls have been conducted by the students regarding their appraisal of the project. Appendix BB is copies of these student interview questionnaires. Most students feel, according to the questionnaires, that,

-Their Model classroom is fun.

TABLE B

A Comparison of the Three Year Reading Gains of Project Bilingual Students Versus the Total Class



Key;
● = Word Recognition
▲ = Comprehension
Data is reported in terms of grade equivalents

-That they are learning more than usual.
-In a Model classroom, they receive more help from their teacher.
-Their ability to get their work done has increased.
-Their classroom motivation system is working well and is fair.
-Their parents are happy that they are in a Model classroom.

In the Fall of 1975, a standardized school attitude scale was administered to all project students. The Oral School Attitude Scale was administered to grade 1-3 students. The Written School Attitude Scale was administered to grade 4-6 students. Both instruments were, also, available in Spanish for use by Spanish dominant students.

The mean school attitude scores indicated that a positive attitude towards school existed throughout the project classrooms. The scores and the scale are reported below:

The average school attitude score for the project was:

Written 102 (Grades 4-6) Oral 97 (Grades 1-3)

on a scale of:

	Written	Oral
Positive Attitude Towards School	100 to 138 pts.	91 to 116 pts.
Mixed Attitude Towards School	85 to 99 pts.	75 to 90 pts.
Negative Attitude Towards School	0 to 84 pts.	29 to 74 pts.

Project teachers and staff feel that the parent's attitude towards his child's education is directly related to the student's progress in school. For this reason, the weekly prescription sheet is sent home with each student, initialed by the parent, and returned. In this manner, busy parents are still able to be informed about their child's progress. Appendix CC is a copy of one of the parent questionnaires used by the project. The parent's comments show their support for the project. Moreover, in a survey conducted by Pasco and Toppenish School Districts in 1974 to determine if parents still wanted the project to continue for their children, 98 percent in Pasco and 96 percent in Toppenish stated, yes.

Spanish Program for Mono-Lingual English Students

Methods and Results: Mono-lingual English-speaking students studied the Spanish language through an individualized, flexible entry program, which utilized Mexican-American students as tutors. An important by-product of the program was the increased cultural knowledge and understanding it fostered among participating students. All program participants were volunteers, and had to have signed parent permission slips in order to participate. The first year, 9[illegible] percent of the mono-lingual Model classroom students requested permission to learn Spanish, but only 71 percent of the parents gave their permission. The second year, 98 percent of the students wanted to participate, and all but one parent gave his permission. Some of the students in the program were Yakima Indians who had, also, realized a need to learn Spanish.

After the program had been implemented for two years, cultural attitude scales were administered to project students.

All Mexican-American students were given the Anglo and the Mexican-American Cultural Attitude Scales. In Mabton, however, all students, Anglo and Mexican-Americans, were given both scales.

HOW MEXICAN-AMERICANS DID ON A MEXICAN-AMERICAN CULTURAL ATTITUDE AND KNOWLEDGE SCALE....

Mexican-American students scored an average of 4.41 on the Mexican-American cultural attitude section of the scale and 13.1 on the Mexican-American cultural knowledge scale.

On the Anglo cultural attitude scale, the project Mexican-Americans scored an average of 4.23 points. On the cultural knowledge part of the scales, they scored an average total of 14.1 points.

Anglo students in Mabton, also, took both the Mexican-American and the Anglo Cultural scales. Their results are as follows:

On the Mexican-American cultural attitude scale, the Anglos scored an average of 4.51 points. On the cultural knowledge part, they scored an average of 12.2 points.

On the Anglo cultural attitude scale, the Anglos scored an average of 4.65 points. On the Anglo cultural knowledge part of the test, they averaged 14.6 points.

By reading the chart below, the comparisons between the two groups on the different sections of the cultural information scales can be seen.

	Mexican-American Scale		Anglo-American Scale	
	Attitude	Knowledge	Attitude	Knowledge
Mexican-Americans	4.41	13.1	4.23	14.1
Anglos	4.51	12.2	4.65	14.6

(Scale: Attitude--1.00 low to 5.00 high)
(Scale: Knowledge--1 is lowest, 15 is highest)

As can be seen, there is NO significant difference between either group on either scale in any category.

Results of the effects of the program on the students' acquisition of Spanish language skills have been remarkable. Table C shows the reported mid-year gains from 1974-75. As can be seen, the students had almost reached their year-end goals by mid-year. This year's gain scores indicate that the students have already, again, exceeded their mid-year goals. Appendix HH explains this special program in more detail.

Because this Spanish program is now well-established in the two consortium school districts where there are the highest concentrations of Mexican-American students, the project is being released to these schools, and will not be supervised by the project staff next year. The curriculum is already developed and trained bilingual classroom aides are available to coordinate the program in each school.

The Teacher Training Program

Methods and Results: The teacher training workshop lasts two weeks. It is usually held in August during the two weeks before school resumes. The training is restricted to instructions on diagnostic testing and data usage, prescription, continuous assessment, and the development and preparation of classroom management techniques and materials. Motivation strategies and methods for working with bi-cultural and/or bilingual children are, also, part of the training sequence. Teachers must, also, learn to utilize their classroom aides differently.

Results from teacher evaluations indicate that the workshops have been successful to preparing teachers to implement the Model. Appendix DD is one such evaluation.

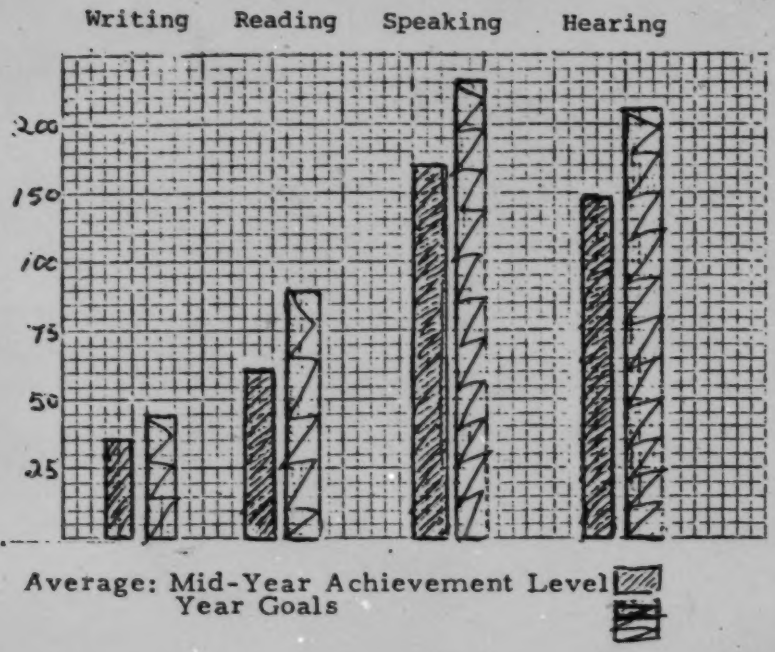
TABLE C

THE ACHIEVEMENT DATA FOR STUDENTS WHO HAVE BEEN IN THE PROGRAM FOR 3½ MONTHS IS REPORTED ON THE FOLLOWING CHART.

MID-YEAR

ANGLO-SPANISH PROGRAM ACADEMIC ACHIEVEMENT DATA

DATA REPORTED FROM GRADES 3-6 ALL DISTRICTS



Classroom aides are usually trained after school begins because many have summer jobs which they cannot leave for the meager workshop stipend they would receive.

Approximately ninety-five teachers, aides, and administrators have been trained by the project staff. Of those teachers trained, only two have been withdrawn from the program. The reason for their withdrawal was an inability to handle student discipline problems. However, though many teachers who have been in the project three years receive minimal staff services, none have decided to return to the lecture method.

One of the reasons that only limited services are required by experienced project teachers is the presence of a District Teacher Coordinator (DTC) in each district. This person is a full-time Model classroom teacher, who coordinates communications between the project and the classroom teacher. Appendix EE is a copy of the DTC's task description.

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the results of data collected during the Pilot study and a three year period during which time the Model was fully implemented and exported widely, the following conclusions can be drawn:

Conclusion No. 1: The personalized classroom management Model produces consistent, significant word attack and comprehension gains among its project students.

Conclusion No. 2: Bilingual students in the project have reading gains comparable to those of their mono-lingual peers.

Conclusion No. 3: The Model is adaptable for use with all students in a variety of instructional settings; i.e., open-concept buildings, self-contained classrooms, and within team teaching units, etc.

Conclusion No. 4: The Model is not expensive to implement or maintain and it is easily transported to other classrooms and school districts.

Conclusion No. 5: Students experience positive feelings towards school while in Model classrooms and they want to remain in a personalized classroom.

Conclusion No. 6: The majority of Mexican-American elementary students in the Yakima Valley cannot read Spanish and they have a severely restricted oral Spanish vocabulary.

Conclusion No. 7: Among Mexican-American and Anglo Model classroom students, there is no significant difference between each group's preference for the Anglo or the Mexican-American culture.

Recommendations

The following recommendations were made by State Education directors and other persons interested in exportation of the Model:

Recommendation No. 1: More Model classroom teachers should learn to become trainers where possible. Trainers are needed in order to meet the requests received to continue exporting the Model.

Recommendation No. 2: The teacher training workshop should be reduced as much as possible and mid-year training workshops should be instituted.

Recommendation No. 3: The Model should continue to be exported, especially to small rural school districts where there is no curriculum coordinator and to areas where there are high concentrations of multi-cultural students.

APPENDIX A

EVALUATION REPORT: PILOT CLASSROOM UTILIZING PRESCRIPTION TEACHING FOR INTERSTATE MIGRANTS,

dated June 12, 1972

Dr. Robert Carlton

EVALUATION REPORT: PILOT CLASSROOM

UTILIZING PRESCRIPTION TEACHING

FOR INTERSTATE MIGRANTS

JUNE 12, 1972

Submitted to:

Dr. Lloyd Gabriel, Director
Center for the Study of Migrant and Indian Education

Mrs. Sherry Avena, Lecturer
Center for the Study of Migrant and Indian Education

Submitted by:

Dr. Robert Carlton, Associate Dean of
Graduate Studies
Central Washington State College

The Pilot Classroom for the Education of Interstate Migrants--Utilizing Prescription Teaching was undertaken in the Spring of 1972 as a joint effort between the Mabton School District and The Center for the Study of Migrant and Indian Education.

The main objective of this cooperative program was to place Interstate Migrant Children in an experimental setting--a relaxed, non-threatening atmosphere utilizing individually prescribed programs to raise their achievement level in reading and mathematics two months for each month they were in the program. Since the program had existed for less than two months at the time of this evaluation, it was impossible to accurately ascertain growth made by each student. In addition, several students had been involved in the program for less than one month's duration. Nevertheless, it was possible to identify several positive educational contributions being made in this experimental setting. They were:

1. The program called for the establishment of individual learning centers within the classroom. This was accomplished in such a manner that students were able to utilize the facilities with little, or no, direct assistance from either teacher or aides.

2. Although the program did not specify the teacher be bilingual, a bilingual (Spanish speaking) teacher was employed. This appeared to be a definite asset to the teacher's ability to communicate effectively with students.

3. The program called for continuous assessment of student progress and the recording of that progress. The assessment was conscientiously administered and recorded in each student's log in a manner that was understandable to the student.

4. Students were rewarded for their efforts by compiling time which could be used as they wished by selecting from a number of supervised activities

such as playing ball or going on fishing excursions.

5. Each student worked from an individualized prescription sheet--at his own pace. The student had continuous access to his prescription file and was free to select the topic and amount of time he wished to devote to that topic before changing activities.

6. The evaluator was impressed by the self-direction, individual responsibility assumed, and purposeful tasks engaged in by the students. They appeared relaxed and comfortable with their total classroom environment.

The program was scheduled to be held in a portable classroom with individual student furniture. Because of delay in delivery, the class opened in the Catholic Church and used tables instead of desks. Although the height of tables proved troublesome for some students, it had no apparent affect upon the study habits of students. In reality, students may have been more comfortable--more secure--in that type social setting as opposed to the isolation sometimes imposed by individual desks.

Student progress was to be charted on a Daily Behavior Chart by the classroom teacher in order to ascertain the learning acceleration rate of each student. However, lacking a comfortable feeling in use of the acceleration chart, the teacher found it more expedient to use a bar graph. Although the bar graph did not provide an accurately timed record of student growth, it did provide the teacher and student a crude achievement record.

Recommendations are:

1. The program should be continued in the Mabton District a second year. The program functioned for only one-half to two-thirds the time for which the program was originally designed in 1972, due to late delivery of physical facilities. A second year would provide more accurate data for evaluative purposes than that obtained in the spring of 1972.

2. The written program design should contain a more explicit explanation of specific objectives of the program and directions for their implementation.

3. The program should be expanded to normal classroom settings and utilized with non-selected students.

4. The classroom teacher should be provided with sufficient practice in the use of acceleration charting prior to accepting responsibility for a classroom so that she feels comfortable with its use.

APPENDIX B

EVALUATION REPORT

Allen T. Apodaca

and

Rudy Cruz

EVALUATION OF MIGRANT MODEL CLASSROOM

Allen T. Apodaca

and

Rudy Cruz

EVALUATION OF MIGRANT MODEL CLASSROOM

Findings

The evaluation began at 9:00 a.m. May 30, 1972 with Mrs. Sherri Avena and Dr. Gabriel. They provided the evaluators with a brief summary of the purposes and the focus of the research project. We then proceeded to the classroom for the on-site evaluation. My first impression was that there was considerable and varied learning activities.

Diagnosis

Each child is diagnosed in Reading and Math through several instruments such as: W.R.A.T., Bothel Reading Inventory, Inventory Record, and Test accompanying Math series.

Prescription

The children's diagnosis then determines a prescription of course study on an individualized basis. The prescription sheet is designed to fit each child's educational needs, as well as placing him at his level of comprehension. A reward system is built into the prescription system. The system is structured to provide an incentive and learning situation at the same time. Encourages students to complete their assignments in both English and Spanish.

The classroom is organized in such a way that children can move from place to place without causing a great deal of disruption. The learning centers provide for additional group or individual study to address specific learning difficulties. The Migrant Model Classroom has been able to utilize local high school students as volunteer aides. During our visitation, two high school students were assisting the migrant students with their prescription sheets.

Student Continuous Assessment

Each child's academic progress is assessed by use of a semi-log precision teaching method. The children are developing responsibility in maintaining their records marginally at first and progressing to a point, hopefully of independence. An example would be of a child recording his own starting and ending time. This system also provides for continuous feedback for both the student and teacher.

This provides the teacher daily information allowing her to adjust the prescription if needed.

Findings (Continued)

1. The classroom was not situated at a regular elementary school which may have negative consequences of being singled out-different.

2. Peer tutoring encouraged in the classroom.

3. The testing seems adequate, however, the evaluators felt that the children should have also been tested with a Spanish Language Instrument.

4. No apparent cheating on assignments in absence of direct supervision.

5. The students who are functionally illiterate in Spanish and English should be tested orally by the aide and bilingual teacher.

6. Educational materials in Free Time Center.

7. The program has only been operational for one (1) month, which in my opinion may be too short a time period to draw any conclusions. However, future plans will, I am sure, show positive results. These future plans include implementing the classroom in a regular integrated school program.

8. Little or no knowledge of the Teacher Aide's educational attainment level or educational competencies.

The Facilities, Media, equipment and Support Systems seem to be adequate to State guard the learning objectives of the Model Classroom. In general, the evaluators felt that the stated objectives of the Migrant Model Classroom are being met. The costs for implementing this Model in schools in high concentration of Migrant children will not be prohibitive. The Model Classroom Staff have been documenting the processes, methods, techniques, materials and equipment utilized in the research for future replication.

Recommendations

The Evaluation Team recommends that: (1) The Migrant Model Classroom be situated at a regular elementary school

and not in a separate facility. (2) Bilingual tests should be utilized when dealing with Mexican-American migrant children. If standardized bilingual tests are not readily available, every attempt should be made to develop suitable tests for classrooms such as the Migrant Model Classroom. (3) Students who are functionally literate in Spanish and English should be tested orally by both teacher and teacher aide in order that they may more closely monitor a particular student's progress in verbal communication skill. (4) A program for Teacher Aide training should be implemented to assure at least an eighth-grade competency level in both English and Spanish. (5) Classroom situations which include predominantly Mexican-American Cultural Heritage as an integral part of the curriculum.

APPENDIX C

STUDENTS

MODEL CLASSROOM -- MABTON, WA

The selection of the initial fifteen participants for the Model Classrooms was based upon the following criteria:

CRITERIA	SELECTION
1. All must be migrant students.	1. All are migrant students.
2. At least five must be monolingual Spanish or at least have serious language difficulties.	2. Two are completely monolingual Spanish. Three have very serious difficulties.
3. All must be underachievers based upon the norm for a child of his age.	3. Age — Reading Level 9 — non reader 9 — non reader 9 — 2nd grade 10 — 2nd grade 10 — 2nd grade 11 — 1st grade 11 — 2nd grade 11 — 2nd grade 11 — 3rd grade 12 — 2nd grade 12 — 3rd grade 12 — 3rd grade 12 — 3rd-4th grade 13 — 3rd-4th grade 13 — 3rd-4th grade
4. Achievement of participants must match available materials. 1/3 Language Difficulty 1/3 1st-2nd Achievement 1/3 3rd-4th Achievement	4. Language Difficulty--6 1st-2nd Achievement--5 3rd-4th Achievement--4
5. Peer grouping for age and sex.	5. Age 9 -- 3 boys Age 10 -- 1 boy 1 girl Age 11 -- 1 girl 3 boys Age 12 -- 3 girls 1 boy Age 13 -- 1 boy 1 girl

APPENDIX D

TEACHER TRAINING PROGRAM

OBJECTIVES OF THE TRAINING PROGRAM

I. Sensitize participants to possible cultural conflicts and train them in how to minimize them.

II. Train participants in:

   A. Use of materials
   B. Pilot Program Methodology

III. Develop in participants a positive attitude toward active participation in the formative evaluation plan.

IV. Establish a trust level between them and the Center personnel involved in this project.

SEQUENCE OF TRAINING PROGRAM

DAY #	DAY OF WEEK	ACTIVITY
1	Monday - 13th Morning Afternoon	1) Introduction and Orientation (Schedule for rest of workshop) 2) Tape - "Hamburger and Tacos" 3) Discussion 4) Handouts on Cultural Awareness (a) to be discussed Tues. 5) Tape - "The Affective Domain" (a) discuss relationship to migrant children 6) Present General Program Design
2	Tuesday - 14th Morning Afternoon	1) Discuss "Handouts on Cultural Awareness" 2) Have participants list 10 biggest problems migrant children have in their education 3) Summarize methods of solving them 4) Discuss text "Living with Children" 5) Participants show how (or why not) similar techniques could be used with pilot program children 6) Read "Motivation for Learning" 7) Decide on 5 ways of motivating migrant children

-continued-

SEQUENCE OF TRAINING PROGRAM

DAY #	DAY OF WEEK	ACTIVITY
3	Wednesday-15th Morning	1) Things to consider using a "token economy" (a) Immediate reinforcement (b) "Law of Decreasing Returns"! (c) Managing the economy (d) Student responsibility and management (e) If it's failing—what might be wrong. 2) Design motivation technique and management system to be used in pilot room. 3) Discuss "1st Day" procedures with students (a) Orientation (b) Classroom assignment (c) Diagnosis and testing (d) Parental involvement 4) Diagnostic Testing (a) Tests to be used (b) Procedures for testing (c) Use of results
	Afternoon	
4	Thursday-16th Morning	1) Short review and assessment of training program 2) Design prescription sheets for individual student schedules (a) Should be easy to manage (b) Students should eventually be able to write their own (c) Assignments should be presented completely in short term units or modules 3) Use of video tape recorder (a) Each must be able to assemble and use it alone (b) Decide on what to tape and when (make a schedule) 4) Teacher will begin teaching aide to graph (a) aide will practice
	Afternoon	
5	Friday - 17th ALL DAY	NO TRAINING SESSION (Participants may attend district inservice workshops)

-continued-

SEQUENCE OF TRAINING PROGRAM

DAY #	DAY OF WEEK	ACTIVITY
6	Monday - 20th Morning Afternoon	1) Precision teaching techniques (a) Learn methods of teaching students to do their own continuous assessment (b) Develop basic skill sheets 2) Learn to use materials (a) Reading programs (b) Lock in rates
7	Tuesday - 21th Morning Afternoon	1) Practice graphing reading data 2) Continue learning the use of materials (Reading) (a) Spanish tapes and workbooks (b) Games 3) Math materials (a) Lock in rates for graphing 4) Design basic skill sheets
8	Wednesday-22th Morning Afternoon	1) Choose and write lessons for use with tool and cooking carts.
9	Thursday-23rd Morning Afternoon	1) Oral language development materials (a) Puppets (b) S.W. Lab (c) Peabody Kit (d) Review of Language Games 2) Review 3) Design actual physical setting of classroom
10	Friday - 24th Morning Afternoon	1) Evaluation (a) Review program objectives for possible revision (b) Establish a time line for attainment of specific objectives (c) Discuss formative evaluation plan for project (d) Decide on method and instruments to be used. 2) Loose ends

APPENDIX E

PROJECT EVALUATION DESIGN

L=Level on a Scale
M=Minimal Condition (as defined)
N=Number
O=Other

CHANGE VARIABLES	STANDARD t1				PERFORMANCE t3			
	L	M	N	O	L	M	N	O
A. STUDENTS			15-40		2 mos. ea. mo. in pro.			
1. Reading level	X							
2. Interest in school		X			X+			
3. Math level	X				X+			
B. PARENTS			10					
1. Attitude towards education provided for children	X	X				X+		
C. TITLE I ADVISORY COMMITTEE								
1. Attitude toward migrant education		X				X+		

L=Level on a Scale
M=Minimal Condition (as defined)
N=Number
O=Other

PRECONDITIONS	STANDARD t1				PERFORMANCE t3			
	L	M	N	O	L	M	N	O
A. STAFF								
1. Teacher N=1		X	1					
a. Be certified by Washington State		X						
b. Desire to participate in program		X						
c. Agree to participate in evaluation		X						
2. Aide N=1			1					
a. Be bilingual		X						
b. Desire to participate in program		X						
c. Reading in Spanish and English - 6th grade level	X							
d. 4th grade level computational skills	X							
3. Consultant N=1			1					
a. Curriculum Design Specialist		X						
b. Knowledge of Instructional Materials to be used in program		X						
c. Knowledge of continuous measurement techniques and formative evaluation methods		X						
B. STUDENT CONDITIONS N=15-40			15-40					
1. Interstate migrants at Mary E. Fox Elementary, Mabton, Washington		X						
2. Ages 8 - 12, nongraded		X						
3. Five (5) students will be monolingual in Spanish	X							
4. Number of students served depends on assessed rate of social and academic progress	Xa			Xs				
5. Educable	X							

L=Level on a Scale
M=Minimal Condition (as defined)
N=Number
O=Other

PRECONDITIONS	STANDARD t1				PERFORMANCE t3			
	L	M	N	O	L	M	N	O
C. FACILITIES								
1. Portable classroom unit				X				
2. Existing Mary E. Fox Elementary School, Mabton, Wash.				X				
D. MEDIA								
1. Records		X	2					
2. Books (list of)		X	79					
3. Workbooks (list of)		X	35					
4. Reading programs, games and kits (list of)		X	4					
5. Math programs, games and kits, (list of)		X	3					
6. Toys and games (list of)		X	1					
E. EQUIPMENT								
1. Tool cart with tools		X	1					
2. Cooking cart with dutch oven, toaster, etc.		X	1					
3. Hoffman Reader		X	1					
4. Cassette tape recorders		X	2					
5. Record player		X	1					

L=Level on a Scale
M=Minimal Condition (as defined)
N=Number
O=Other

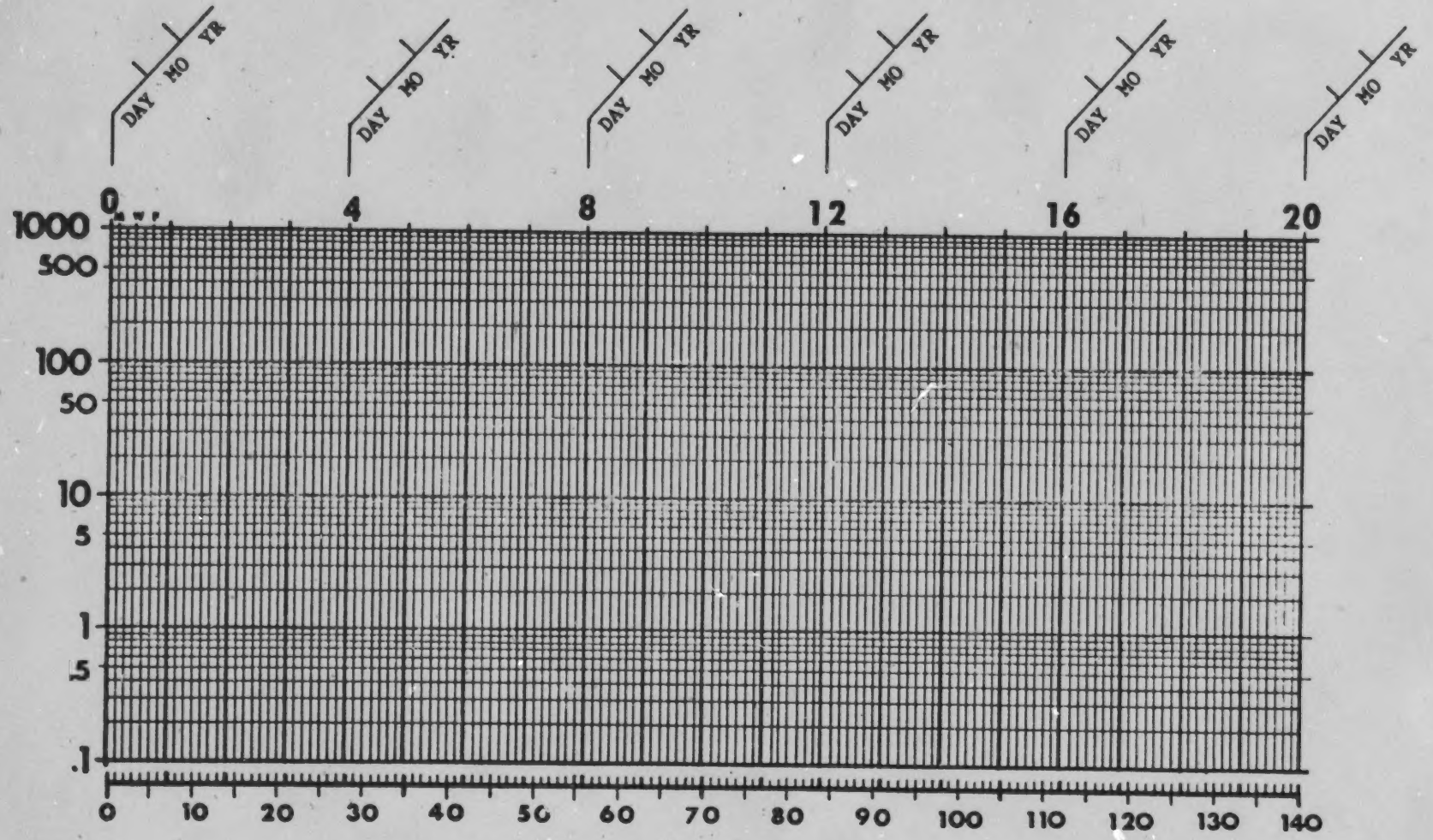
PRECONDITIONS	STANDARD t1				PERFORMANCE t3			
	L	M	N	O	L	M	N	O
E. EQUIPMENT - continued								
6. Headsets and listening posts		X	2					
7. Filmstrip viewers		X	1					
8. Tapes		X	40					
9. Combination cassette and filmstrip viewer		X	1					
F. SUPPORT SYSTEMS								
1. Administrative (principal, assistant superintendent, Director Migrant and Indian Center)		X						65
2. Facilities and personnel at Center for the Study of Migrant and Indian Center as requested		X						
3. Title I Advisory Board		X						
4. Parent and community volunteers		X						
5. Public Recreation Department cooperation		X						
6. State department consultants		X						
7. Regular School District services a. busing b. food services c. health services		X						

L=Level on a Scale
M=Minimal Condition (as defined)
N=Number
O=Other

PRECONDITIONS	STANDARD t1				PERFORMANCE t3			
	L	M	N	O	L	M	N	O
G. TIME								
1. Duration of program - 3 1/2 months (includes summer program)		X	3-1/2 months					
2. Variable time per day per student		X		X				

APPENDIX F

SIX CYCLE CHART


DAY MO YR
DAY MO YR
DAY MO YR
DAY MO YR
DAY MO YR
DAY MO YR
0
4
8
12
16
20
1000
500
100
50
10
5
1
.5
.1
0 10 20 30 40 50 60 70 80 90 100 110 120 130 140
ADVISER
MANAGER
BEHAVIOR
MOVEMENT

APPENDIX G

FISCAL REPORT

Model Classroom Grant Summary

Vendor	P.O. #	Ck. #	Amount	Description
Motion Picture Service	4317	W48623	$ 266.07	Monoural cassette recorder
Lay and Nord	4672	C54682	14.18	Metal adapter - phone jack to miniplug
Transport Clearings		C54731	16.00	Freight
Jean Kyle		W55019	100.00	Consultant
Maura Ortiz		W54699	20.00	Consultant - Head aide
Judy Tuggle		W54708	400.00	Consultant
Judy Tuggle		W55750	400.00	Consultant
Instructional Materials Center	6665	W54863	3.58	Work books - Kenworthy texts
Schmidts Variety	7047	W55696	7.55	Paint supplies
Inland A.V.	6611	W54684	32.35	Language Master Cards
Bilingual Educational Services	6633	W54841	26.25	Set of 50 Spanish books
Aero Products	6664	W54942	12.50	School slates (50)
Bilingual Educational Services	6581	W55063	238.03	Set of 7 Spanish books
Houghton Mifflin	6646	W55075	132.59	Materials from Mis Primeras series
Media Research	6695	W55382	65.63	M-F/C Sets and numbers
IB Whitten Co.		W52782	250.00	Reproduction of tapes
Cheryl Avena - Travel		W53892	450.00	Travel advance
Seattle Public Schools	3831	W55033	336.63	Tool chest units (2)
Helen Wiseman		C60348	30.00	Consultant
Alma Montelonco		C60331	20.00	Consultant
Vickie Neibar		C60333	20.00	Consultant
Doug Mold		C60332	30.00	Consultant
Merle Lock		C60328	50.00	Consultant
Gary Griggs		C60317	20.00	Consultant
Pat Groves		C60318	30.00	Consultant
Ginger Essinger		C60311	30.00	Consultant
Iola Getchell		C60314	20.00	Consultant
Grace Cervantes		C60304	20.00	Consultant
Keith Deaton		C60309	30.00	Consultant
Elaine Banks		C60293	50.00	Consultant
Jim Carnes		C60302	25.00	Consultant
State Use Tax	7112	7112	19.73	Tax on out-of-state purchases
Raymond L. Jacobs	7129	C60269	117.82	Cassette tapes
Multimedia Service	7137	C61658	15.49	Blank cassette labels
Open Court Publications	6662	C60271	100.47	Books
Readers Digest Services	6666	C60237	7.41	Materials for Giant Steps Program
State Use Tax	7112	7112	11.75	Tax on out-of-state purchases
Washington School	6663	W57510	1.56	Plastic envelopes for magic cards

Vendor	P.O.#	Ck. #	Amount	Description
State Use Tax	7112	7112	3.68	Tax on out-of-state purchases
Stanfield and Associates	8318	C63663	11.00	CLAB package cassette labels
Ray Jacobs and Associates	8315	C64761	65.46	Blank cassette tapes
Sherry Avena - Travel		C62135	61.24	Travel - Includes $450.00 advance
Sherry Avena - Travel		C65359	392.65	($511.24 total)
				Travel
Heffernan Supply Co.	6580	W59822	61.05	Spanish books
State Use Tax	7112	7112	3.05	Use Tax on P.O. 6580
		March		
J. Applegate		Payroll	500.00	Final Report Preparation
Avena and Associates			481.28	Final Report Preparation
			5000.00	(authorized by John Bean)

Model Classroom Matching Funds

Vendor	P.O.#	Ck.#	Amount	Description
Seattle Public Schools	1058	C48353	$200.00	Tool carts #1337
Photo and Sound	1126	C48703	89.21	Monophones phonograph
Dohrmann Co.	JV-893		118.55	Stainless Steel bussing cart
				(charged to 2523 in error)
Seattle Hardware	1059	C47478	340.43	Hand tools for tool cart
Ray Jacobs and Associates	8315	C64761	200.08	Blank cassette tapes
Avena and Associates			18.72	Final Report Preparation
			968.81	

APPENDIX AA

PROJECT MATERIALS AND EQUIPMENT

MODEL CLASSROOM MATERIALS AND EQUIPMENT COST BREAKDOWN

I. K-2 Model

	MAT. & EQUIP.	KINDER.	1st	2nd	#	1st year cost	2nd - 5th year cost
	Cassette Recorder	X	X	X	1	$59.95	--
	Jackstrip	X	X	X	1	10.50	--
	Headphones	X	X	X	6	42.00	--
**	Tapes	X	X	X	20	10.00	--
**	Reading/Phonics Kit	KELP	X	X	1	K--129.00 1&2-120.00	$37.50 ----
**	Learning Games	X	X	X	--	20.00	--
**	Activity Fund	X	X	X	--	25.00	--
**	Spanish Materials	X	X	X	--	*	*
	Classroom Management Materials	X	X	X	--	*	*
**	Reading Assess. Sheets	X	X	X	--	*	*
						$296.45	$37.50

* Indicates that U.R.R.D, funds will pay for printing and material costs

** Materials and equipment purchased specifically for the disadvantaged student

MODEL CLASSROOM MATERIALS AND EQUIPMENT COST BREAKDOWN

II. 3-6 Model

MATERIALS AND EQUIPMENT	#	1st YEAR COST	2nd-5th YEAR COST
Cassette Recorders	2	$119.90	----------
Jackstrips	2	21.00	----------
Headphones	10	70.00	----------
* Math Kit	1	60.00	----------
* Individualized Reading Kit	1	120.00	----------
* Blank Cassette Tapes	50	25.00	----------
Tote Trays	30	30.00	----------
* Learning Games	--	20.00	----------
* Activity Fund	--	20.00	$20.00
** Bilingual Materials	--	-----	----------
** Classroom Management Materials	--	-----	----------
** Reading and Math Assessment sheets and Printing	--	-----	----------
		TOTAL $485.90	TOTAL $20.00

* Materials and equipment purchased specifically for the underacheiver (Title I funds can be used)

** Indicates materials purchased with URRD funds for each classroom

F-2

SPANISH MATERIALS USED BY THE PROJECT

Spanish Primary Readers

Mis Primeras Lecturas
ROCK and ROLL readers
Babel readers
Los Monstros series
La Ciudad

Texts and Programs

Programa de Lengua National
Spanish Hoffman Program

Workbooks

Preparándose Para Leer
Mi Primera Fonética
Así Escribimos
Leamos Un Cuento
Spanish version of phonics skilltext
Lengua National
Matemática Moderna
Mira y Lee
Lee y Trabaja
Trabaja y Aprende
Otros Amigos, Otras

Miscellaneous

Spanish Stories on Cassettes
Spanish Book Bags
Spanish Comic Books
Spanish Language Master Programs
KELP Kit
Español Como Segunda Idioma

APPENDIX BB

STUDENT OPINION QUESTIONNAIRES

MODEL CLASSROOMS PROJECT EVALUATION

November 1972

STUDENT INTERVIEW QUESTIONNAIRE

Part I.

1. Name of school McKinley

2. Age of student answering questions ___

3. Name of teacher of student answering questions _____

4. The student is: (check one)

- [22] Indian
- [2] Migrant
- [15] Mexican-American
- [26] Anglo
- [0] Other _____

1. Name of student asking questions _____

2. Age of student asking questions ___

3. The student asking the questions is: (check one)

- [11] Indian
- [1] Migrant
- [9] Mexican-American
- [21] Anglo
- [0] Other _____

Part II

1. How long have you been at this school? _____

2. Do you like to be at school? [54] Yes [4] No (check one)

Why? _____

_____

_____

3. Do you think you are learning a lot? [51] Yes [3] No (check one)

Why? _____

_____

_____

4. What are you learning? _____

_____

_____

5. Is it easy for you to learn? [50] Yes [8] No (check one)

Why? _____

_____

_____

_____

6. Is what you're learning helpful to you? [56] Yes [2] No (check one)

Why? _____

_____

_____

_____

7. What things do you like best about your classroom? _____

_____

_____

_____

8. What are the worst things? _____

_____

_____

_____

9. Do you like to have your own prescription sheet? [57] Yes [1] No (check one)

Why? _____

_____

_____

_____

STUDENT INTERVIEW QUESTIONNAIRE:

Question #2 - Do you like to be at school? Why?

COMMENTS:

Better then being dumb

Because you got to do a lot of things and you play games

Because it is not fun at home and we learn more about the world than at home

Question #3 - Do you think you are learning a lot? Why?

COMMENTS:

You can do work at your own pace instead doing it with everyone else and recess is fun

I came to school I only on page 1 now I am on page 29.

From being a tutor

Question #4 - What are you learning?

COMMENTS:

How to do the files

Learning about words and vowels. In math be is adding and subtracting.

I'm learning how to write a journal and I'm learning how to write better.

Question #5 - Is it easy for you to learn? Why?

COMMENTS:

Because I can remember things and what to do

The work is simpal

Because last year it was kind of hard and this year is kind of easy working on my own.

Because the teacher is handsom.

Question #6 - Is what you're learning helpful to you? Why?

COMMENTS:

No because he don't know

Because I want to go to college and get a Ph.D. in my classes.

He knows more to talk in English.

Question #7 - What things do you like best about your classroom?

COMMENTS:

I like the freetime area the way desks are arranged you get to set by your friends

Freetime area bomar and cassettes

Our reading corner, free time area, the machines

Reading Prescription sheets, freetime area and games is what I like about the classroom

Question #8 - What are the worst things?

COMMENTS:

Somebody shows off in school and brakes a game

fighty. Don't like to get yelled at.

Pay when lose hie prescripion sheet

Question #9 - Do you like to have your own prescription sheet? Why?

do your own work on your time

because the teacher don't have to be talking all the time

Because they wont copy off me

So he don't get lost in his work.

School: Robert Frost

138-Students

Part II

1. In general, I think school is:

fun 166 47 26 no fun

worthwhile 114 14 12 not worthwhile

2. My Model Classroom is:

fun 100 21 20 no fun

worthwhile 105 14 19 not worthwhile

quiet 30 41 66 noisy

tidy 61 46 29 messy

3. In my Model Classroom I am learning

more than usual 92 33 13 less than usual

4. The help I receive from our aide is

clear 106 16 15 unclear

useful 118 11 10 useless

5. The help I receive from our tutor and experts is

clear 65 42 31 unclear

useful 76 28 30 useless

6. In contrast to my school years before Model Classroom the help I receive from my teacher is

more than usual 73 44 20 less than usual

more useful 88 38 10 less useful

easier to understand 74 44 13 harder to understand

7. Your teacher's ability to run (organize) your Model Classroom is

superior 101 14 12 poor

8. While in the Model Classroom Program, my ability to get my work done on time has

increased 81 30 27 decreased

9. In my Model Classroom, the number of kids who cheat is

more than usual 47 32 60 less than usual

10. The discipline system in my classroom is

fair to the students 87 24 29 unfair to the students

working well 77 26 30 failing

necessary 101 17 21 unnecessary

11. The assignments on my Prescription Sheet are

clear 109 22 14 unclear

too hard 37 70 26 too easy

fun 61 26 47 boring

too much 52 60 21 too little

worthwhile 90 34 12 worthless

12. Our Model Classroom system for earning Freetime and Big Deals is

fair 109 12 15 unfair

easy to understand 112 13 11 difficult to understand

working well 107 15 11 failing

13. The aide in our Model Classroom is

necessary	112	10	8	unnecessary
pleasant	107	19	10	unpleasant

14. Regarding my education in my Model Classroom, I think my parents are

interested	107	18	12	not interested
well informed	98	23	13	uninformed
satisfied I am learning	111	20	3	not satisfied I am learning
concerned that I have too much work to do	42	71	12	concerned that I have too little work to do
happy that I am in Model Classroom	83	34	19	prefer that I be in a non-Model Classroom

School: [redacted] McKinley Elem. - Toppenish
97
[redacted]-Students

Part II

1. In general, I think school is:

fun	67	2.0	.7	no fun
worthwhile	90	.5	2.	not worthwhile

2. My Model Classroom is:

fun	.77	16	4	no fun
worthwhile	89	.5	.3.	not worthwhile
quiet	26	43	27	noisy
tidy	55	31	7	messy

3. In my Model Classroom I am learning

more than usual	80.	13	4	less than usual

4. The help I receive from our aide is

clear	89	10	-0-	unclear
useful	86	9	1	useless

5. The help I receive from our tutor and experts is

clear	51	3.	2	unclear
useful	43	6	3	useless

6. In contrast to my school years before Model Classroom the help I receive from my teacher is

more than usual	62	16	17	less than usual
more useful	80	9	6	less useful
easier to understand	76	15	14	harder to understand

7. Your teacher's ability to run (organize) your Model Classroom is

superior 88 7 2 poor

8. While in the Model Classroom Program, my ability to get my work done on time has

increased 71 16 9 decreased

9. In my Model Classroom, the number of kids who cheat is

more than usual 25 21 51 less than usual

10. The discipline system in my classroom is

fair to the students 77 13 7 unfair to the students

11. The assignments on my Prescription Sheet are

clear 80 12 6 unclear

too hard 23 47 26 too easy

fun 67 19 12 boring

too much 39 41 16 too little

worthwhile 83 8 5 worthless

12. Our Model Classroom system for earning Freetime and Big Deals is

fair 70 12 14 unfair

easy to understand 80 11 4 difficult to understand

working well 69 19 6 failing

13. The aide in our Model Classroom is

necessary	91	2	3	unnecessary
pleasant	93	1	1	unpleasant

14. Regarding my education in my Model Classroom, I think my parents are

interested	75	16	5	not interested
well informed	79	12	5	uninformed
satisfied I am learning	80	10	4	not satisfied I am learning
concerned that I have too much work to do	40	52	6	concerned that I have too little work to do
happy that I am in Model Classroom	77	11	6	prefer that I be in a non-Model Classroom

APPENDIX CC

PARENT ATTITUDE QUESTIONNAIRE

SCHOOL: MCKINLEY

QUESTIONS TALLIED: 64

MODEL CLASSROOMS PROJECT EVALUATION

November 1972

PARENTS QUESTIONNAIRE

Part I

1. How many children do you have in the model classrooms? 202

2. Have you ever visited your child's classroom or attended a parent-teacher conference?

   YES [60] NO [6] (check one)

3. Would you be interested in learning more about what your child does in school?

   YES [55] NO [12] (check one)

4. Does your child talk about what he does at school?

   YES [58] NO [6] (check one)

   If yes, what are some of the comments he has made? SEE ATTACHED SHEET

5. Would you be interested in helping in any of the classrooms?

   YES [27] NO [28] (check one)

   If yes, please write your name and telephone number below

   NAME: SEE ATTACHED SHEET

   TELEPHONE: _____

6. Do you feel your child is making progress in school?

   YES [61] NO [3] (check one)

   Why? SEE ATTACHED SHEET

7. How would you describe your knowledge of what your child is doing in school?

(check one) I AM: [37] Well informed

[21] Somewhat informed

[1] Interested but uninformed

[0] Totally uninformed

8. Based on what you do know about your child's classroom, how would you describe him in the following categories.

(check one) very contented 37 : 2 : 3 : 0 : 1 unhappy

learning useful things 26 : 2 : 2 : 0 : 0 learning useless things

learning 39 : 0 : 1 : 0 : 0 not learning

9. Do you feel you would be welcomed and appreciated if you visited your child's class?

YES [63] NO [0] (check one)

If NO, why? _____

NO NEGATIVE RESPONSES

10. Please make any other comments you feel would be useful. _____

SEE ATTACHED SHEET

COMMENTS QUESTION #4

1. School is more fun this year than last year.

2. She likes the new program - prescription sheets - likes chips.

3. She likes the earphones, way assignments are put out and chips given.

4. Its more fun this year.

5. He really enjoys doing his prescription sheets and enjoys his teacher very much (Mr. Miller).

6. Explained about earning chips. Excited about being able to do things on her own.

COMMENTS QUESTION #6

1. She learning to decide for herself and she's more confident in herself, in manner of speaking, etc.

2. His teacher acts like a teacher and is interested in all of his kids not just part of them and some have done before - he isn't always telling him he is dumb because he is slow as others have done.

3. Does home work with very little help.

COMMENTS QUESTION #10

1. I think all children should be treated as individuals and not as a flock - this year is much different in McKinley to what it it had been. I like it!

2. I think that the way McKinley has set up the new way of teaching is just wonderful, like working for chips and the free time, that they can go play with games but at the same time, it game they are learning from them. My kids has done better or at least like school a lot better than they ever have. And the staff at McKinley is the nicest I have ever met. They are so warm and friendly when you visit. If at any time I can be of any help feel free to call me.

3. I visited my youngest in school. She has individual help. She is doing real good. She is feeling more confident now. She talk at home all the time about what she learns in school. She was quite shy at first.

4. I feel Kathy is making progress because she is much more sure of herself and talks a lot of the things she does at school. She also settle down to her work better.

5. I feel that this program is letting the children learn at their own rate rather than forcing facts on them that they can not comprehend. Also it lets them be individuals rather than stereotypes.

APPENDIX DD

TEACHER WORKSHOP EVALUATION

MODEL CLASSROOM WORKSHOP EVALUATION

1. I feel the workshop in general was:

   a waste of time _____:_____:_12_ very worthwhile

   torture _____:_____:_12_ enjoyable

2. The slide presentation as an introductory overview was:

   frighteningly confusing _1_:_3_:_5_ a helpful orientation

3. The training manuel is:

   vague & confusing _____:_1_:_10_: clear & helpful

4. Sue's commentary and guidance was:

   insufficient _____:_____:_9_ sufficient

   unnecessary _____:_____:_12_ essential

5. The participations of the district coordinators was:

   useless _1_:_2_:_6_ very helpful

6. The workshop organization was:

   chaotic _____:_____:_11_ well organized

7. Considering the tasks to be accomplished, I feel the time allotted was:

   _2_:_____:_9_ adequate

8. For initial program implementation, I feel the training offered in the workshop was:

   inadequate _____:_____:_12_ excellent

9. My present feelings regarding the Model Classroom Program are:

   Boredom _____:_1_:_10_: excitement

   fear _____:_2_:_10_: confidence

APPENDIX EE

DISTRICT TEACHER COORDINATOR
TASK DESCRIPTION

MODEL CLASSROOM DISTRICT COORDINATOR
Revised Task Description

* = revision or addition to previous task description

Inservice Model Classroom District Coordinator

'73-'74

* 1. visit classrooms of all Model Classroom teachers in your district
* 2. visit classrooms of new '74-'75 Model Classroom teachers in your district
* 3. complete and have on file a copy of the Model Classroom Visitation Guide for each Model Classroom teacher

'74-'75

Pay - $75.00 per month

1. For the first two months, hold a Model Classroom meeting once a week. Former teachers should attend as well, although you may want to specify some meetings as exclusively for new teachers

   Goals and Purposes

   -answer questions regarding program implementation
   -brainstorm for solutions to problems
   -present any communication received from Model Classroom staff
   -record and submit any problems, requests, etc. to Model Classroom staff
   -facilitate Model Classroom interaction of activities and ideas
   -submit any information requested by Model Classroom staff

2. continue Model Classroom meetings throughout the year (minimum of once a month)
* 3. regularly send written minutes of all Model Classroom meetings to your Federal Project Coordinator and Model Classroom staff
4. assist any Model Classroom teacher who directly requests assistance

5. directly observe each new Model Classroom teacher in the classroom at least once during the first month of total program implementation in order to make suggestions and assure implementation success

6. directly assist in the classroom of any Model Classroom teacher whose principal feels he has grave enough problems to require direct one-to-one assistance

7. meet with Model Classroom staff upon request

* 8. meet with federal project coordinator upon request

9. attend inservice training sessions

10. attend two week summer workshop

    -week one = new teachers' workshop
    -week two = former teacher's workshop

11. It is expected that the district coordinator will serve for at least one year. However, if he wishes to be released or for some reason is not providing the above services, the principal, federal project coordinator and Model Classroom director will determine whether or not he should be released.

APPENDIX FF

OFFICE OF EDUCATION

INNOVATIVE PROGRAMS SELECTION

2500 COLORADO AVENUE · SANTA MONICA, CALIFORNIA 90406
TELEPHONE (213) 829-7511

January 19, 1976

Ms. Sherry Avena
Avena and Associates
6443 Belton Rd.
El Paso, Texas 77912

Dear Ms. Avena:

As you may know, your project (at the school identified on the enclosed principal's packet) was recently nominated for inclusion in a sample of innovative programs for a study being conducted for the U.S. Office of Education by System Development Corporation (SDC). This innovative programs sample is to be part of a nationwide study of the sustaining effects of compensatory programs, and recommendations for candidates were solicited from a large number of sources across the country.

More than two hundred innovative programs were submitted for consideration. These programs were reviewed by USOE and SDC senior staff members on the Sustaining Effects Study and by a panel of experts. As a result of that review, your program is among approximately seventy-five that have been selected for visits by SDC senior staff. These visits are intended to help us gain additional information on the innovative programs and to gauge their appropriateness for inclusion in our study. Based on the results of these visits, forty-five schools will be requested to participate in the Sustaining Effects Study.

The principal's packet contains a letter from Assistant Commissioner John W. Evans of USOE, informing the principal of the school's nomination. I would appreciate your passing this packet on to the principal. A similar letter has also been sent to your district superintendent. I have enclosed a copy of this letter and a brochure on the study for your information. Within the next two weeks, a member of my staff will be calling you to ask your assistance in setting up a visit.

Thank you for your cooperation.

Sincerely,

Launor F. Carter

Launor F. Carter, Ph.D.
Project Director
Sustaining Effects Study

Enclosures

APPENDIX GG

STUDENT READING DATA

Model Classroom Project

TOPPENISH — 1974-75 Academic Year

Mean Gain Scores (i.e., 2.0 is 2 yrs growth)

T.O. = Top Outs, shows they're reading at Grade 8+

KEY: WR = word recognition

C = comprehension

SILVEROLI READING INVENTORY DATA SUMMARY

Teacher	Grade	Total Class		Bilingual		Migrants		Indians		Top Out	
		WR	C	WR	C	WR	C	WR	C	WR	C
FLIGER	3	(25) 1.7	(25) 1.5	(13) 1.64	(13) 1.04	(4) 3.02	(4) 1.6	(4) 2.08	(4) 2.08	—	—
URHKOOP	2	(15) 2.75	(15) 2.22	(5) 2.36	(5) 2.56	(1) .9	(1) —	(5) 3.5	(5) 1.8	—	—
HARTLEY	4	(15) 2.03	(15) 1.57	(4) 1.6	(4) 2.4	(2) 2.0	(2) 1.8	(6) 1.8	(6) 1.0	—	—
ARTLEY-BATOR	5	(16) 1.3	(16) .81	(7) 1.36	(7) 1.0	(1) 4.5	(1) 5.4	(3) 1.67	(3) .83	—	—
BATOR	6	(18) 1.5	(24) 1.3	(7) 1.2	(10) .55	—	—	(7) 1.6	(8) 1.3	8	2
OPPENISH ROJECT MEAN		1.8	1.5	1.6	1.7						

Model Classroom Project

MT. ADAMS — 1974-75 Academic Year

Mean Gain Scores (i.e., 2.0 is 2 yrs growth)

T.O. = Top Outs, shows they're reading at Grade 8+

KEY: WR = word recognition

C = comprehension

SILVEROLI READING INVENTORY DATA SUMMARY

Teacher	Grade	Total Class		Bilingual		Migrants		Indians		Top Outs	
		WR	C	WR	C	WR	C	WR	C	W	C
DURAN	3	(18) .6	(18) 1.0	(2) -.2	(2) -.5	(3) .3	(3) 1.8	(12) .7	(12) 1.3	—	—
KING	3	(21) 2.7	(21) 1.1	(1) 2.5	(1) 3.0	(1) 1.5	(1) ---	(12) 2.8	(12) 1.3	---	—
DANIELS	3	(19) 2.3	(19) 1.0	(2) -.5	(2) -.5	(3) 3.6	(3) 2.5	(9) 2.1	(9) .6	---	—
CRAIG	4	(22) 2.9	(23) 1.8	(2) 4.0	(2) 2.8	---	---	2.5	1.5	1	—
YATES	4	(18) 2.3	(19) 1.8	(2) 3.0	(2) 1.5	(4) 3.1	(4) 1.5	(11) 2.8	(11) 1.7	2	1
MT. ADAMS PROJECT MEAN		2.2	1.3	1.8	1.3						

Model Classroom Project

PASCO 1974-75 Academic Year

Mean Gain Scores (i.e., 2.0 is 2 yrs. growth)

T.O. = Top Outs, shows they're reading at Grade 8+

KEY: WR = word recognition

C = comprehension

SILVEROLI READING INVENTORY DATA SUMMARY

***No Indians Students

Teacher	Grade	Total Class		Bilingual		Migrants		Top Outs	
		WR	C	WR	C	WR	C	WR	C
SPRINGER	5	(23) 1.9	(24) 1.5	(6) 1.8	(6) 1.4	(2) 3.4	(2) 1.2	1	—
SSINGER	5	(23) 2.9	(23) 2.0	(7) 2.8	(7) 2.7	(7) 1.0	(7) .11	---	—
CHOLAS	5	(21) 1.9	(22) 1.8	(4) 1.1	(4) 1.8	(1) 1.5	(1) 0	1	—
OGEE	6	(19) 1.3	(23) 1.1	(4) 1.1	(4) 2.5	---	---	5	2
IETSLER	4	(22) 2.2	(25) 1.5	---	---	(2) 1.9	(2) 3.1	4	1
LSON	5	(21) 1.8	(22) .3	---	---	(3) 1.7	(3) -1	3	—
AY	5	(23) 2.9	(28) 1.7	---	---	---	---	5	—
EATON	6	(19) 2.9	(25) 1.7	(1) 4.0	(1) 1.5	(2) 3.0	(2) 3.4	7	1
ROVES	6	(17) 1.1	(24) 1.2	---	---	(2) 2.0	(2) 1.5	7	—
PASCO PROJECT MEAN		2.1	1.4	2.1	2.0				

Model Classroom Project

MABTON

1974-75 Academic Year

Mean Gain Scores (i.e., 2.0 is 2 yrs. growth)

T.O. = Top Outs, shows they're reading at Grade 8+

KEY: WR = word recognition

C = comprehension

SILVEROLI READING INVENTORY DATA SUMMARY

***% Indian Students

Teacher	Grade	Total Class		Bilingual		Migrants		Top Outs	
		WR	C	WR	C	WR	C	WR	C
KORSTAD	3	(24) 2.3	(24) 1.4	(16) 1.9	(16) 1.2	(3) 2.6	(3) 8.2	---	-----
BLACK	3	(21) 2.4	(21) 1.6	(15) 2.9	(15) 1.5	(2) 2.6	(2) .5	—	----
CULVER	4	(20) 2.9	(23) 2.5	(9) 2.3	(11) 1.8	(1) 1.5	(1) 4.5	3	---
OWENS	4	(17) 2.8	(16) 1.8	(7) 2.3	(7) 2.3	(7) 1.1	(7) 2.0	—	1
MABTON PROJECT MEAN		2.6	1.8	2.4	1.7				

APPENDIX HH

SPANISH PROGRAM FOR MONOLINGUAL ENGLISH STUDENTS

MID-YEAR REPORT

Anglo-Spanish Program

The Anglo-Spanish program is now it its second year with the Model Classroom Project. In our first year there was but one school district from the consortium involved in the program. This year it has increased to three districts. The Mt. Adams School District was unable to participate since there are no bilingual aides at Harrah Elementary where the Model Classroom Project is located.

The Anglo-Spanish program will help the students increase their knowledge and understanding of their fellow Mexican peers in language and culture.

The purpose of the program is to help the Anglo children acquire a second language. However, our main concern is to improve the Anglo child's knowledge of the culture, language and customs of the Mexican students. The Mexican student also takes pride in the fact that other children want to learn his native language. These Mexican students also act as tutors for the Anglo children who are receiving Spanish instruction.

Although Mabton was the pilot school district for the Model Classroom Project, we had not been able to implement any other type of instruction aside from the regular individualized school program. It has taken us two years to gain the confidence of parents, school board and community, since the introduction of the Anglo-Spanish program. However, we did start the Anglo-Spanish at the beginning of 1975. This year the program was limited to the third grade rooms since it is the pilot program for the Mabton School District. There is a total of 14 Anglo children enrolled from these two rooms. This is one school district in which the Anglo children are the minority. I foresee the possibility of extending the Anglo-Spanish program to the fourth grade next year so that the children currently enrolled in the program will have the opportunity of continuing with Spanish instruction.

In the Pasco School District we have the Anglo-Spanish program at Captain Gray and Robert Frost Elementary with one classroom involved in each school. These two classrooms have a total of thirty-eight (38) students and both are fifth grade. We feel the Spanish instruction is very important at Captain Gray since they have the greatest enrollment of Mexican-American students in their district. At Robert Frost they have a large influx of migrants and the students feel they could better communicate with these children, if they had some conversational Spanish.

The Anglo-Spanish program was piloted at McKinley School at Toppenish with 28 students participating. We are now in our second year and by coincidence we again have 28 students. Of these students 21 are in their second year. The students at McKinley are in grades 3 through 6th. I might add that at McKinley School I prefer to call the Anglo-Spanish program as the Monolingual Program, because there are eleven (11) Indian students participating. In our first year at McKinley we received a very negative response from the Indian parents and only three Indian students were allowed to attend Spanish instruction.

All children who are receiving Spanish instruction have expressed a desire to learn and have parent permission to participate. This is strictly a voluntary basis program. Since the Spanish instruction is an extra "fun" class - all students who participate must keep up with their regular class work. If at any time any students are late in their regular classwork, they are excluded from Spanish until they catch up with their work. We have found that by being "left out" of Spanish, those students work harder to complete their regular work so as not to miss any Spanish sessions.

The instruction in each school and classroom varies, since each teacher and aide must work on a schedule that does not interrupt with other classroom instruction. In any case, we find that children are very eager to learn and always manage to get all their work done with very good results.

The use of bilingual aides is also very valuable. By having a bilingual aide in the classroom children can go to her for additional help. The bilingual aide also gives the students reinforcement in Spanish throughout the regular day. It would be very helpful and beneficial to have a bilingual aide in all classrooms that participate in the Anglo-Spanish program.

The students who have been enrolled in the Anglo-Spanish program since November have learned an average of 165 new words. The progress of one classroom from the Mabton School District has been outstanding. The program has only been in progress for one month and already these students have learned 25 new words. This is a very impressing amount since these students only need to learn 80 words to be in compliance with objective #3 of our proposal.

Some of the first phrases that are taught to the students are:

Como te llamas? Me llamo _____. Y usted?

Buenos dias, como esta? Muy bien, gracias. Y usted?

These phrases help the children to break the ice and start to become friends.

The Anglo-Spanish program has very good support from the parents. I have already mentioned the change in attitude of the Indian parents. The response has been very favorable in all school districts.

In way of curriculum materials we have found that the majority of materials we have purchased have to have some changes. We change words or the language so that it is geared to the local Spanish language.

Overall, I feel the Anglo-Spanish program is going quite well. I only wish that the program could have been implemented in Novermber at all the schools. November is the ideal month to begin the program - by then the students are oriented in the regular classroom procedures and are ready to begin with a new activity without any interruption on their regular work. That will be my main goal for the coming year.

Dora Moreno
Anglo-Spanish Program Coordinator
1974-75

APPENDIX II

SPANISH PROGRAM FOR MEXICAN AMERICANS

MODEL CLASSROOM PROJECT

MEXICAN-AMERICAN BILINGUAL PROGRAM

MID-YEAR EVALUATION REPORT

The Model Classroom Project deals with approximately 1,286 grade 3-6 students of which 30% are Mexican-Americans. The majority of these children are disadvantaged with low achievement levels. The fact that Mexican-American students have a large deficiency in their Spanish language compounds the problem of teaching these children the basic English skills. Our data has shown that only 20% of our bilingual children have higher picture vocabulary test scores in Spanish than English. Fewer than 5% read better in Spanish than English. However, their English oral language achievement level is far below that of the average Anglo child.

Of all Mexican-American students pre-tested with the Spanish Inventory, 80% scored at Primer level or below in "word recognition". 36% scored at Primer level or below in "comprehension". Test results also proved that "hearing comprehension" had to be considered in testing since the majority of the students understood more than they could read.

We expect a substantial increase in both the Spanish reading level and comprehension level by the end of this year. Along with this, students are developing an increasing interest in their native language and culture. They have had the opportunity to work together in their classrooms in improving the language that is spoken by their parents. The students who know little or no English have now become the "smartest kids" in Spanish class.

The teacher aides have done a fine job making lessons and group sessions fun for the students. The children have chosen to stay in from P.E., miss a movie and even give up free-time for a Spanish lesson.

Discipline has not been a problem. The students make good use of the time allowed during group sessions or individual study.

This program has also been working closely with the Anglo-Spanish Program. The Spanish-speaking students act as tutors for the English-speaking students. Teachers report that students working together like this usually don't waste time and work quietly.

All Spanish material used is provided by the Project. The teacher aides have come up with some creative ideas to use for testing or just for regular exercises. Since the students are at different levels, three different workbooks are being used along with readers, bookbags, games, songs, tapes, etc. Students enjoy listening to themselves on tape. Two to three tapes are provided for each student to record stories he has read or maybe even a song he has learned. Students may also record the alphabet or new words on blank language master cards.

Each student is given a folder containing his weekly individualized Spanish prescription sheet. All work completed is checked by the aide. At least three different assignments are given each week. The aide also has a weekly summary sheet on which she records all students' names, assignments to be given and any comments she may have. This helps the aide determine what assignments have to be given from week to week without going through each folder. Each aide is to keep her teacher well informed of the progress each student is making or of any problems she might be having with a certain student.

The time required for Spanish instruction is ten minutes each day for independent study and twenty minutes twice a week for group sessions. Ten minutes per day and two twenty-minute group sessions per week may not seem like much but it's a start. At first teachers were threatened by the program because they felt inadequate not knowing Spanish. They didn't understand the intent of the program and insisted the children needed all their time to learn English. Next year the time committed to Spanish instruction will increase, as many teachers have realized the contribution learning Spanish makes to the child's attempt to learn English.

In Mabton, the most convenient schedule is one-half hour twice a week for both individual study and group session. The children are taken out of class during this time and the aide either works with the children as a group or may have them work independently on different exercises while she helps those who may have questions.

There are four classrooms participating in this program in Mabton. Fortunately, each room has a bilingual aide.

With no bilingual aides at Harrah Grade School when the Mexican-American Program began, it was not possible to implement it there.

Captain Gray Elementary School in Pasco has four model classrooms of which 25% are Mexican-American students. These children provide tutorial assistance in Spanish to children in the Anglo-Spanish Program.

McKinley Grade School in Toppenish has three classrooms participating in the Program. 40% of the model classroom students are Mexican-Americans. There are two bilingual aides to provide Spanish instruction for two classrooms. Since the aide in the sixth grade classroom is not bilingual, I am providing the instruction.

The students get at least ten minutes each day to work on weekly assignments. The aide is responsible for making sure these assignments are completed. In order to check the progress on written assignments as well as provide an oral review, I meet with these students one half-hour each week. The reading ability of these children, on the average, has increased approximately 1.5 grade levels in Spanish.

Students also earn points for a "Big Deal" as they do with regular prescription sheets. A tutor is given extra points for helping another student with his Spanish lesson if help is needed. A small prize is given to those who win at the game of "Loteria", a Mexican game similar to Bingo. The "Big Deal" earned this year will be a trip to a Mexican restaurant and shop, and, a Walt Disney movie at a nearby theatre. Students in the Anglo-Spanish Program will also participate in these events.

The Mexican-American Bilingual Program is the only bilingual program that has been implemented in the elementary schools I have mentioned. More important, the Mexican-American child has had the opportunity to increase his knowledge of his native language and culture through an individually prescribed Spanish program. This is, undoubtedly, one of the main achievements of the Model Classroom Project.

Margaret Hansen

Margaret Hansen
Mexican-American Bilingual Program Coordinator
1974-75